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AUTHOR Lamberts, Julie A.
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ABSTRACT

Surveys were mailed to 978 former Lane Community College (LCC) students who were enrolled at the University of Oregon during 1975/76 in order to identify their characteristics and transfer concerns. Of those surveyed, 50.8% responded. Results of the study indicated: (1) the majority of LCC transfer students continued their studies in areas related to their LCC curriculum, and on a full-time basis; (2) only 21% of the students lost credits in the transfer process; (3) financial concerns and uncertainty about vocational choices were the primary reasons for attendance at LCC prior to the university; (4) 51.9% of the men and 45.4% of the women had lower grade point averages at the university than at LCC, while 15% of the men and 12% of the women had higher university grades; (5) respondents indicated a need for improved counseling and guidance services at LCC in the areas of career and schedule planning, and for educational, financial, and study problems; and (6) respondents felt the transfer process could be improved through provision of more opportunities for contact with university advisors/counselors, specific university program information, and more student contact with community college counselors. Tabular survey data and suggested areas for further study are included in the paper. (JDS)

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COLLEGE TRANSFER STUDENTS:
Who Are They?
What Happens to Them?
What Are Their Unique Needs?

Julie A. Lamberts
Lane Community College
Eugene, Oregon

Paper presented at the annual meeting of the
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COLLEGE TRANSFER STUDENTS

Who are they?
What happens to them?
What are their unique needs?

Lane Community College (LCC) is a two-year institution located in Eugene, Oregon. It provides educational and cultural services to all of Lane County and to portions of adjacent counties. Extending from the Pacific Ocean to the Cascade Mountains, the college district encompasses approximately 5,000 square miles and a total population of about 240,000. The college's total enrollment in 1975-76 was 24,726 with the headcount in all credit programs being 11,158. During this period, the Community Education Division enrolled 13,568 people. In its first eleven years of operation, Lane Community College has served an estimated 120,000 students.

One of the major objectives of Lane Community College has been to offer lower-division college transfer courses which meet the requirements of the Oregon State System of Higher Education. Full-time equivalent (FTE) student enrollment in the college's transfer programs has generally comprised approximately 45% of Lane's total FTE enrollment. A survey of former LCC students completed in 1976 revealed that 30% of the 1975 graduates and 44% of the students who left Lane in 1974-75 before graduating were continuing their studies. The majority of these students (60%) transferred into one of the four-year institutions in the Oregon State System of Higher Education. Thus, the college transfer programs may be recognized as an important function of the college, as evidenced by the number of students taking the first portion of their baccalaureate degree at Lane.

BACKGROUND

Lane Community College has annually conducted formal follow-up studies of its graduates for over four years. Prior to this, informal follow-up procedures were employed to provide information on the effectiveness of the college's programs. While some of these follow-up efforts focused on the graduates of specific occupational training programs and some focused on the total graduate population, a specific study of students who transferred from LCC to four-year institutions had not been undertaken during the ten-year history of the institution prior to April, 1976.

The study conducted in April, 1976, was undertaken to determine what problems are encountered by former Lane students in transferring to a four-year institution. As it is possible that transfer problems result from the policies or conditions existing within the institution's instructional or guidance areas, it was felt that the areas of strengths and weaknesses must be identified in order to maximize the opportunities and experiences of Lane's transfer students. The study sought to identify and describe transfer concerns encountered and perceived by students who had transferred from Lane to the University of Oregon (UO) and who were

enrolled at the UO during the 1975-76 academic year. Specifically, the survey focused on four major categories:

1. Student characteristices (e.g., age, sex, current student and employment status, reasons for institutional choice, when plans for further education were made).

2. Curriculum and articulation (e.g., the relationship between LCC and University studies, the strengths and weaknesses of the transfer process).

3. Transfer information (e.g., credits accepted, Grade Point Averages, awareness of U of O requirements).

4. Student personnel services information (e.g., the effectiveness of the currently available services, the types of assistance needed by transferring students).

5. General comments and suggestions.

A questionnaire technique was used in this study as the means of collecting these data. "Fixed alternative response" questions were presented so that the information gathered would be objective and capable of being quantified. Provision was made on the questionnaire for the respondents to write additional information, comments, or suggestions. Names and other student-identifiable information were not sought in order to obtain open and willing repsonses.

Since approximately 75% of the former LCC students who were enrolled in universities within the Oregon State System of Higher Education were at the University of Oregon, it seemed appropriate to focus the survey efforts on this group. The University of Oregon provided the names and addresses of former Lane students enrolled in the UO during fall term, 1975. The six-page questionnaire and accompanying cover letter were mailed to 978 former LCC students who had been enrolled at the University of Oregon at that time. Forty-six questionnaires were returned by the Post Office as being undeliverable. It was assumed that the remaining 932 surveys were delivered to the former students. Final percentages of student responses were based on this number.

The questionnaires were mailed during spring term, 1976. It was felt that by this time the newly transferred students would have had the opportunity to adjust to their new environment and react objectively to their transfer experiences. A follow-up letter was posted three weeks after the questionnaire to encourage student response. A total of 473 questionnaires were returned of the 932 presumed to have reached the former LCC students. This represented a 50.8% return.

SUMMARY OF FINDINGS

Characteristics of Former Students

Data were gathered on four student characteristics: sex, age, current student status, and current employment status. Of those responding, 205

(43.3%) were women and 268 (56.7%) were men. The majority of women (52.2%) and men (51.9%) were between twenty-one and twenty-five years old. Approximately 11% of the women and 3% of the men were thirty-six or older.

Of the responding students, 78.6% were enrolled as full-time students at the university during spring term, 1976. Of the women, 77.6% were enrolled full-time and 79.5% of the men were enrolled full-time. Eight percent of the responding students were no longer enrolled when they received the questionnaire.

Forty-six percent of the former students were not employed. Thirty-five percent were employed part-time and eighteen percent were employed full-time. Table 1 displays these results.

TABLE 1

CURRENT STUDENT AND
EMPLOYMENT STATUS OF TRANSFER STUDENTS
CLASSIFIED BY SEX

	Student Status						Employment Status					
	Full-Time		Part-Time		Not Student		Full-Time		Part-Time		Not Employed	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	159	77.6	22	10.7	22	10.7	24	11.7	76	37.1	105	51.2
Male	213	79.5	37	13.8	18	6.7	62	23.1	91	33.9	111	41.4
Total	372	78.6	59	12.4	40	8.5	86	18.2	167	35.3	216	45.7

Curriculum and Articulation

While studying at Lane, forty-eight percent of the students who transferred to the University of Oregon were enrolled in General Studies programs. Within the General Studies category, the majors of Community Service and Public Affairs, Engineering Technology, Home Economics, General Science, Journalism and Psychology experienced the highest enrollments (i.e., ten or more students).

The LCC curricular areas experiencing the next largest enrollments were Mechanical and Engineering Technologies (20.9%) and Business and Communication Technologies (11.8%). The programs within Mechanical and Engineering Technologies in which the highest number of students were enrolled were Automotive Technology, Insurance Adjusters and Technical Drafting.

The students were asked to indicate the relationship of their current studies at the university to their major area of study at Lane. The majority (58.1%) felt their current studies were directly related to their former LCC studies. More men (59.0%) tended to view their university studies as being directly related to their LCC studies than women (57.1%). Approximately twenty percent of the former students stated

that their current studies were definitely unrelated to their studies at Lane. More women (21.0%) than men (18.7%) felt their studies were unrelated.

While there are numerous factors influencing students who choose to attend a community college prior to a four-year institution, previous studies have shown that practical considerations (e.g., low cost, nearness to home) tend to have the most influence. The students were asked to identify, in priority order, the three major reasons they had for enrolling in LCC. The results were tabulated and each reason given a weighted score based on the students' ranking (i.e., the reasons ranked as being the most important by a student given a value of 3, the least important reason was worth 1 point). The weighted scores were accumulated for each reason and the reasons were ranked in priority order for females and male respondents. Women indicated that financial concerns, uncertainty about vocational choice and lack of confidence to begin a four-year institution were the three major reasons. Receiving the highest ranking from the male students were financial concerns, size of the college, and uncertainty about vocational choice. The weighted score and rank order for each reason is presented in Table 2.

TABLE 2

RANKING OF REASONS FOR
ENROLLING IN LCC, CLASSIFIED BY SEX

	Total		Female		Male	
	Rank	Weighted Score	Rank	Weighted Score	Rank	Weighted Score
Financial concerns	1	815	1	335	1	477
Uncertain about vocational choice	2	316	2	159	3	157
Size of institution	3	272	4	111	2	161
Lack of confidence to begin 4-yr. school	4	248	3	116	5	132
Nearness to home	5	247	5	110	4	137
Academic reasons	6	138	6	62	6	76
Lacked sufficient high school preparation	7	87	7	33	7	54
Friends	8	63	8	28	9	35
Not admitted to school of choice	9	45	10	9	8	36
Athletics/other school of choice	10	32	9	9	10	23

The former students occasionally wrote in reasons in addition to the ones provided on the questionnaire. Some of these appeared with sufficient frequency to be included in future surveys. The primary additional reasons were:

1. To begin college while still in high school.

2. Better scheduling than at other institutions (night classes were stressed by several students).

3. To establish residency for the University of Oregon.

4. Specific programs not available elsewhere in the area (e.g., Flight Technology, TV Broadcasting, Law Enforcement, Nursing, Forest Technology).

5. Accessibility of campus to handicapped persons.

For the majority (66%) of former students, LCC was the first institution of higher education in which they enrolled. There were slightly more women (67.3%) than men (64.9%) who indicated this was their first college. The majority of former students first decided to attend LCC while in high school (42.3%) or after having left high school but prior to any other college experience (31.7%).

The former students generally first decided to attend the University of Oregon while at LCC (48.2%) or prior to enrolling at LCC (22.6%). The fact that many of the former students made the decision to transfer to the UO while at LCC seems to indicate the potential importance of educational and career counseling services at the two-year institution.

Many of the transfer students (61.3%) had some doubts about the University of Oregon being the right institution for them. Those who had doubts were asked to indicate their three major reasons in order of importance. These results were compiled and each reason was weighted according to the students' ranking. The weighted scores were accumulated for each reason and the reasons were then ranked in order of importance for the female and male respondents. The weighted score and rank order for each reason is presented in Table 3.

TABLE 3

RANKING OF REASONS FOR STUDENTS' DOUBTS ABOUT THE UNIVERSITY, CLASSIFIED BY SEX

	Total		Female		Male	
	Rank	Weighted Score	Rank	Weighted Score	Rank	Weighted Score
Cost	1	368	1	142	1	226
Program in major study	2	350	2	140	2	210
Size	3	287	4	89	3	198
Faculty	4	269	3	102	4	167
Social Life	5	67	5	28	5	39
Location	6	55	6	23	6	32

The main reasons given by both female and male respondents for having doubts about the UO were cost and the program within the major area of study. The size of the institution caused more men than women to have doubts. Other primary reasons which were identified by a few respondents were the impersonal atmosphere, the lack of an adequate evening program and the high student/teacher ratio.

Transfer Information

The majority (52.0%) of transfer students had gained 71 or more credit hours at Lane. However, only 48% of the students had 71 or more credit hours accepted at the university. Twenty-one percent of the former students indicated they "lost credits" during the transfer process (21.9% of the females and 20.9% of the males). Table 4 displays the number of credit hours earned at LCC and the number of credit hours accepted by the UO respectively.

While 21% of the students "lost credits," only 16.1% (11.7% of the females and 19.4% of the males) said they had difficulty in getting LCC credits accepted at the university. This would indicate that some of the students anticipated being unable to transfer to the UO all of the credit hours earned at Lane.

Prior to transferring to the university, 46.3% of the women and 28.7% of the men had grade point averages (GPA) of 3.50 or more at Lane. During spring term, 1976, 26.3% of the women and 15.3% of the men reported a GPA of 3.50 or more at the university. Of the former students, 11.7% of the females and 14.9% of the males had higher GPA's at the UO than at Lane; 45.4% of the women and 51.9% of the men had lower GPA's at the UO than they had at Lane. Table 5 presents the grade point averages of the former students at Lane and at the university respectively.

TABLE 4

NUMBER OF CREDIT HOURS
GAINED AT LCC AND ACCEPTED BY UO,
CLASSIFIED BY SEX

	Female				Male				Total			
Credit Hours	LCC N	Gained %	UO N	Accepted %	LCC N	Gained %	UO N	Accepted %	LCC N	Gained %	UO N	Accepted %
1-10	19	9.3	23	11.2	13	4.9	13	4.9	32	6.8	36	7.6
11-20	20	9.8	15	7.3	19	7.1	22	8.2	39	8.2	37	7.8
21-30	8	3.9	8	3.9	10	3.7	12	4.5	18	3.8	20	4.2
31-40	16	7.8	16	7.8	19	7.1	23	8.6	35	7.4	39	8.2
41-50	28	13.7	25	12.2	33	12.3	31	11.6	61	12.9	56	11.8
51-60	7	3.4	12	5.9	13	4.9	12	4.5	20	4.2	24	5.1
61-70	10	4.9	6	2.9	6	2.2	11	4.1	16	3.4	17	3.6
71-80	11	5.4	14	6.8	24	8.9	27	10.1	35	7.4	41	8.7
81-90	27	13.2	31	15.1	27	10.1	36	13.4	54	11.4	67	14.2
91 or more	56	27.3	43	21.0	101	37.7	76	28.4	157	33.3	119	25.2

TABLE 5

GRADE POINT AVERAGE (GPA)
ACHIEVED AT LCC AND AT UO,
CLASSIFIED BY SEX

	Female				Male				Total			
	LCC		UO		LCC		UO		LCC		UO	
	N	%	N	%	N	%	N	%	N	%	N	%
0.00 - 2.24	3	1.5	5	2.4	5	1.9	6	2.2	8	1.7	11	2.3
2.25 - 2.49	8	3.9	10	4.9	5	1.9	17	6.3	13	2.7	27	5.7
2.50 - 2.74	11	5.4	20	9.8	24	8.9	36	13.4	35	7.4	56	11.8
2.75 - 2.99	18	8.8	30	14.6	39	14.6	63	23 5	57	12.1	93	19.7
3.00 - 3.24	32	15.6	42	20.5	74	27.6	56	20.9	106	22.4	98	20.7
3.25 - 3.49	37	18.0	38	18.5	41	15.3	39	14.6	78	16.5	77	16.3
3.50 - 3.74	43	21.0	25	12.2	39	14.6	26	9.7	82	17.3	51	10.8
3.75 - 4.00	52	25.4	29	14.1	38	14.2	15	5.6	90	19.0	44	9.3

Student Personnel Services Information

When asked if they were aware of the university's requirements and/or course sequences before transfering, only 39% of the students indicated they were definitely aware of the requirements. Approximately seventeen percent of the transfer students indicated they were unaware of the university's requirements. More women (18.5%) than men (16.4%) were unaware of the requirements.

It has previously been assumed that students who intend to transfer from LCC to a four-year institution discuss their transfer plans with a Lane staff member at some point during their enrollment at the college. This would seem to be a particularly valid assumption since the majority of former students took 71 or more credit hours at Lane and 48% decided to transfer to the UO while at Lane. However, forty-five percent of the responding transfer students stated that they had not discussed their transfer plans with an LCC staff person. Fewer women (42.0%) than men (47.4%) failed to discuss their transfer plans with staff members.

The relationship between those who stated they were unaware of the university's requirements and their use of LCC staff persons as "consultants" on their transfer plans was examined. Of those who were unaware of the requirements, 63.1% did not discuss their transfer plans with any LCC staff person. Since this percentage is significantly higher than the percentage of the total number of students who did not discuss their plans (45.0%), it may be concluded that the discussion of plans with staff members tended to increase the awareness of students concerning the UO requirements. Of the 36.9% of "unaware" students who had discussed their plans with someone, 80.6% of them talked with counselors and 12.9% spoke with instructors.

Of the total group of students who discussed their intentions to transfer to the university, the majority (75.8%) used counselors as their primary

"consultant." Seventeen percent talked with instructors about transferring. More men (77.7%) used counselors than women (73.5%); however, more women (19.7%) than men (15.9%) talked with instructors.

Former students who met individually with counselors were asked to indicate their reasons for doing so. These responses are provided in Table 6.

TABLE 6

REASONS FOR MEETING INDIVIDUALLY WITH COUNSELORS AT LCC, CLASSIFIED BY SEX

Reason	Total		Female		Male	
	N	%	N	%	N	%
Schedule Planning	176	30.4	70	27.9	106	32.4
Transfer Planning	168	29.1	71	28.3	97	29.7
Admissions Processing	68	11.8	27	10.7	41	12.5
Career Planning	66	11.4	38	15.1	28	8.6
Approval of Program Changes	31	5.4	12	4.8	19	5.8
Personal Reasons	28	4.8	14	5.6	14	4.3
Financial Problems	21	3.6	9	3.6	12	3.7
Family Problems	8	1.4	5	2.0	3	0.9
Test Interpretation	7	1.2	4	1.6	3	0.9
Grade Problems	5	0.9	1	0.4	4	1.2

*Percentage of total number of responses to this item.

With the exception of two areas, there was little difference in the reasons given by females and males for meeting with counselors. One area of difference was schedule planning for which more men (35.4%) than women (27.9%) saw counselors. More women (15.1%) than men (8.6%) met with counselors for career planning purposes. Both groups saw counselors for schedule planning slightly more than for transfer planning.

In general, the former students felt that the academic program at LCC adequately prepared them for continuing their studies at the unversity. More men (84.0%) than women (79.0%) felt this was true. Of those who had a problem with course sequence or requirements at the university, 48.2% of the women and 55.2% of the men felt the problem could have been avoided by better planning at Lane. Very few (28.0%) of the former

students who planned a long-range schedule while attending LCC using a current UO catalog found that the requirements had changed by the time they transferred.

The only service for which the majority (53.9%) of the former students felt there was a great need was career planning. Of the women, 60.5% felt this was essential, while 48.9% of the men felt it was. Seventy-five percent or more of the students felt there was at least some need for guidance services in schedule planning, career planning, various educational problems, financial problems, and study problems.

Fifty percent or more of the students felt there was no need for guidance services to deal with problems with friends. More men (58.6%) felt there was no need in this area than women (39.0%). Table 7 displays the degree of need for the college to provide various kinds of guidance services as perceived by the former LCC students.

As expected, the reactions of students to the need for assistance in these areas was diverse. When the responses are grouped, however, patterns may be identified more easily. Table 8 shows the responses in rank order of items, based on percentages of students indicating there was a need for the service (either great need or some need).

The need for career and academic guidance is clearly evidenced by this response. However, there is also indication that for certain persons or situations there is a need for guidance of a more personal nature.

TABLE 8

THE RANK ORDER GIVEN (IN PERCENT OF NEED) FOR VARIOUS GUIDANCE SERVICES

Guidance Service	% Needed	% Not Needed
1. Schedule Planning	87.3	4.4
2. Career Planning	85.4	5.9
3. Various Educational Problems	82.5	6.1
4. Financial Problems	80.5	8.0
5. Study Problems	78.4	9.5
6. Testing & Test Interpretation	71.0	15.0
7. Grade Problems	71.0	16.1
8. Varying Adjustment Problems	68.7	16.9
9. Swamped With Academic Work	67.7	18.2
10. Establishing Life Goals	65.3	20.9
11. Not Wanting to Work to Capacity	64.3	21.0
12. Referral to Social Agency	64.3	21.1
13. Someone to Talk to in General	61.7	25.6
14. Help With Tension and Anxiety	60.9	24.7
15. Feelings of Inadequacy	59.4	26.4
16. Feelings of Depression	58.6	27.1
17. Establishing a Life Philosophy	50.7	34.0
18. Making New Acquaintances	46.3	39.3
19. Family Relations	44.8	39.1
20. Improving Social Life	44.8	40.6
21. Marital Problems	41.6	42.5
22. Homesickness	38.7	43.3
23. Problems With Friends	35.3	50.1

TABLE 9

THE NEED FOR VARIOUS KINDS OF GUIDANCE SERVICES, CLASSIFIED BY DEGREE OF NEED AND BY SEX

Guidance Service	Great Need						Some Need						No Need					
	Female		Male		Total		Female		Male		Total		Female		Male		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Schedule Planning	102	49.8	129	48.1	231	48.8	79	38.5	103	38.4	182	38.5	5	2.4	16	6.0	21	4.4
Testing & Test Interpretation	38	18.5	43	16.0	81	24.5	116	56.6	139	51.9	255	53.9	19	9.3	52	19.4	71	15.0
Career Planning	124	60.5	131	48.9	255	53.9	53	25.9	96	35.8	149	31.5	9	4.4	19	7.1	28	5.9
Grade Problems	35	17.1	35	13.1	70	14.8	113	55.1	153	57.1	266	56.2	26	12.7	50	18.7	76	16.1
Financial Problems	87	42.4	77	28.7	164	34.7	81	39.5	136	50.7	217	45.9	12	5.9	26	9.7	38	8.0
Problems With Friends	8	3.9	5	1.9	13	2.7	78	38.0	76	28.3	154	32.6	80	39.0	157	58.6	237	50.1
Referral to Social Agencies	24	11.7	16	6.0	40	8.5	123	60.0	141	52.6	264	55.8	24	11.7	76	28.4	100	21.1
Marital Problems	13	6.3	11	4.1	24	5.1	87	42.4	86	32.1	173	36.6	64	31.2	137	51.1	201	42.5
Various Educational Problems	80	39.0	75	28.0	155	32.8	86	41.9	149	55.6	235	49.7	9	4.4	20	7.5	29	6.1
Someone to Talk to in General	37	18.0	33	12.3	70	14.8	102	49.8	120	44.8	222	46.9	35	17.1	86	32.1	121	25.6
Improving Social Life	17	8.3	20	7.5	37	7.8	75	36.6	100	37.3	175	37.0	76	37.1	116	43.3	192	40.6
Making New Acquaintances	20	9.6	18	6.7	38	8.0	78	38.0	103	38.4	181	38.3	73	35.6	113	42.2	186	39.3
Varying Adjustment Problems	31	15.1	29	10.8	60	12.7	116	56.6	149	55.6	265	56.0	24	11.7	56	20.9	80	16.9
Study Problems	76	37.1	78	29.1	154	32.6	91	44.4	126	47.0	217	45.9	11	5.4	34	12.7	45	9.5
Feelings of Depression	28	13.7	30	11.2	58	12.3	102	49.8	117	43.7	219	46.3	42	20.5	86	32.1	128	27.1
Family Relations	18	8.8	13	4.9	31	6.6	86	41.9	95	35.4	181	38.3	64	31.2	121	45.1	185	39.1
Feelings of Inadequacy	30	14.6	26	9.7	56	11.8	98	47.8	127	47.4	225	47.6	42	20.5	83	31.0	125	26.4
Not Wanting to Work to Capacity	33	16.1	40	14.9	77	16.3	103	50.2	124	46.3	227	48.0	36	17.6	64	23.9	100	21.0
Being Swamped With Academic Work	51	24.9	54	20.1	105	22.2	86	41.9	129	38.1	215	45.4	36	17.6	50	18.7	86	18.2
Establishing a Life Philosophy	21	10.2	38	14.2	59	12.5	83	40.5	98	36.6	181	38.3	64	31.2	97	36.2	161	34.0
Establishing Life Goals	54	26.3	66	24.6	120	25.4	88	42.9	101	37.7	189	70.5	32	15.6	67	25.0	99	20.9
Homesickness	5	2.4	7	2.6	12	2.5	83	40.5	88	32.8	171	36.1	72	35.1	133	49.6	205	43.3
Help With Tension & Anxiety	38	18.5	33	12.3	71	15.0	100	48.8	117	43.7	217	45.9	35	17.1	82	30.6	117	24.7

STUDENTS' SUGGESTIONS FOR IMPROVING
THE TRANSFER PROCESS, CLASSIFIED BY SEX

	Total		Female		Male	
	N	%*	N	%*	N	%*
Provide more contact with UO advisors	358	34.5	153	34.4	205	34.5
More information about school & academic programs	260	25.0	113	25.4	147	24.7
LCC counselors should be better informed	183	17.6	85	19.1	98	16.5
Provide more individual contact with LCC counselors	144	13.9	62	13.9	82	13.8
Less emphasis on social events	53	5.1	22	4.9	31	5.2
More emphasis on social events	40	3.8	9	2.0	31	5.2
Organized small discussion	1	0.1	1	0.2	0	0.0

*Percentage of total number of responses.

The three major suggestions given by both females and males were providing more contact with UO advisors, providing more information about school and academic programs, and having better informed LCC counselors. The idea of having organized small discussion groups led by UO students was the least appealing suggestion to both women and men.

The major difficulties that the former students experienced in the transfer process were in eight major areas:

1. Transition from LCC to the university (e.g. adjusting to the bureaucracy, locating classes, size of the UO, quality of academic advising).

2. Transfer of credit (e.g. loss of credit, transmittal of transcript to the UO, clarification of what courses are transferable).

3. Registration (e.g., unfamiliar process, scheduling difficulties).

4. Knowledge of UO offerings.

5. Major area of study (e.g. knowledge of specific program requirements).

6. LCC academic preparation (e.g. skill deficiencies in writing, study habits).

7. Adjustment to UO teaching methods (e.g., less personal, larger classes, grading procedures).

8. Financial problems.

General Comments and Suggestions

Space was provided at the end of the questionnaire for the transfer students to give any additional comments or suggestions which they felt might help LCC improve its services. The students seemed to welcome this opportunity: 55% of the women and 50% of the men took the time to supply a wide variety of comments. The following major topics were covered in their writings:

1. Instruction: LCC and UO

2. Course transferability

3. Counseling

4. Specific skills needed

5. General comment on LCC and UO

The portion of the final report in which these comments were provided became the most popular section among the student, faculty and administrative readers. In general, the majority of former students felt that the college did a good job in preparing them for the University of Oregon and particularly like the smaller, more "personal" atmosphere of the college. Major suggestions for improvement of services were:

1. Prepare transfer students more adequately for the problems of institutional size, impersonal treatment, academic expectations and social life which they may face at the university.

2. Improve the counseling services. It was felt that the LCC counselors need to be better informed about the UO requirements and course sequences and should work more closely with the UO counselors and advisors.

3. Increase the number of social gatherings for students.

4. Increase emphasis for transfer students in the following instructional areas:

   a. Writing and composition
   b. English grammar
   c. Speech
   d. Study habits
   e. Typing

5. Make the academic expectations in LCC classes "tougher" in the areas of examinations, grading, and course content.

6. Improve information available to students concerning the specific requirements of the university. Establish a well-defined, easily identifiable sequence of basic transfer courses.

7. Give more "realistic" and personal guidance and counseling. Perhaps require students to see counselors (after these services are improved).

CONCLUSIONS

From this initial attempt at evaluating the strengths and weaknesses of the process of transferring from Lane Community College to the University of Oregon, it may be generally concluded that:

1. The majority of LCC transfer students continue their studies in areas related to their studies at the community college.

2. The majority of former students continue their education on a full-time basis.

3. Financial concerns and uncertainty about vocational choice are the primary causes for students enrolling in two-year institutions prior to the university. Lack of confidence is also a factor affecting women's decision to do so, while men are influenced by the size of the college.

4. Many of the transfer students reached the decision to continue their education at a university while at the community college. This indicates the importance of academic and career guidance services at the two-year institution.

5. Fewer students (21%) "lost credits" during the transfer process than had been anticipated. The majority of students did not have any difficulty in getting their community college credits accepted at the university.

6. As expected, the majority of the men (51.9%) and many of the women (45.4%) had lower grade point averages (GPA) at the university than they had at the college. However, more students than had been anticipated (12% of the women and 15% of the men) achieved higher GPA's at the university than they had at LCC.

7. The transfer students had a need for improved counseling and guidance services at the community college in the areas of:

   a. career planning
   b. schedule planning
   c. educational problems
   d. financial problems
   e. study problems

8. The students particularly felt the need to place increased emphasis on English composition skills and proper study habits at the community college level.

9. According to the former students, the transfer process could be improved by:

   a. providing more opportunities for students to have contact with university advisors and counselors,

   b. providing more specific information about the university and its academic programs,

   c. ensuring that the community college counselors are better informed, and

   d. providing opportunities for more individual student contact with the college counselors.

DISSEMINATION AND UTILIZATION OF THE RESULTS

The results of the survey of transfer students were initially disseminated on a limited basis to interested parties within the college (e.g., student groups, deans, department heads, counseling, and the Board of Education). Subsequently, the report has been shared upon request with staff members at the University of Oregon, Oregon State University, other Oregon community colleges, the State Department of Education, and the Office of the Chancellor of the State System of Higher Education. Since this was the first study of this nature conducted within the past several years, it rapidly gained visibility around the state and throughout the community college system.

Internally, the effects of the findings are just beginning to be realized. The results have given information to the counseling staff and to those in other areas of Student Personnel Services, providing a basis for a re-examination of the services offered. The Board of Education has requested that a formal presentation be made at a future board meeting by the Counseling Department with particular emphasis on the findings reported in this study.

Additionally, the instructional departments offering writing, communication skills and study skills classes have received the data needed to support their expansion in these skill areas. The report also has been used widely in those departments in which the majority of transfer students tend to enroll (e.g., Language Arts, Social Science). Some instructors have incorporated it into the "suggested reading" lists for those students intending to transfer to the University of Oregon; others have used it as a basis for encouraging students to improve their writing skills and study habits. Several students have voluntarily enrolled in additional writing courses after having read the results of the transfer survey.

Because of the usefulness of these findings, similar surveys are currently being administered to former Lane students who transferred to Oregon State University and to Portland State University. These results, along with those from students at the University of Oregon, will provide useful baseline data on the college's transfer population. It has been requested by persons at the UO and LCC that the University of Oregon Transfer Study be repeated during the spring term, 1978, in order to begin to assess the impact of any alterations in the counseling or instructional services at the individual institutions. It is presently anticipated that this follow-up study will be conducted.

AREAS FOR FUTURE ANALYSIS

As many studies of this nature, the results often present numerous areas in which further analysis of these data or other readily available data would be helpful. The following questions are among the major ones arising out of these findings:

1. How do the grade point averages (GPA) of the transfer students compare with those of the "native" (i.e., nontransferred students at the University of Oregon)?

2. Are there unique strengths or weaknesses in the transfer process for the fourteen percent of the students who were 31 or older which are not experienced by the younger students?

3. What are the specific needs of the "31 and older" group of students and how may a community college best respond to these needs?

4. Are there significant relationships between age and sex and:

   a. student status?

   b. employment status?

   c. reason for selecting a community college prior to a four-year institution?

   d. reasons for doubting the appropriateness of the university for them?

   e. earned GPA at the university?

   f. use of counseling services at the community college?

   g. need for various guidance services?

5. Of those who stated they had difficulty having community college credits accepted at the university, what was their:

   a. average number of credits earned at LCC?

   b. average number of credits accepted by the UO?

c. average proportion of lower division transfer credits to vocational-technical credits earned at LCC?

Do these data differ significantly from similar data from those students who did not feel they had difficulty in transferring their LCC credits?

6. What differences were there between students who felt the academic program at LCC adequately prepared them for their university studies and those who did not in relation to:

a. number of lower divison transfer credits versus vocational-technical credits earned at LCC?

b. number of lower division transfer credits versus vocational-technical credits accepted at UO?

c. GPA earned at LCC?

d. GPA earned at UO?

e. use of counseling services at LCC?

It is hoped that these questions and others pertaining to the unique situation of transferring students may be answered in the near future. It will be particularly necessary to examine some of these issues as the average age of the community college student continues to rise and the utilization of higher education opportunities for re-training purposes increases among the adult population.